

# English Language Curriculum

Level: Prep  
Term: III

Teacher's Guide



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Teacher's Guide

# Topic Index for Prep

(Terms 1 – 4)

- |  |   |
|--|---|
| Phonics a – z  | 13. Singular/plural (concept of adding 's' to make plurals) |
| Capital & small letters  | 14. Simple sentences  |
| Grass letters  | 15. Animals & their homes                                   |
| Sky letters  | 16. Creative writing  |
| Root letters   | 17. Seasons   |
| Vowels   | 18. Senses  |
| Courtesy words   | 19. Opposites   |
| Days of the week   | 20. Primary colors  |
| 9. Months of the year  | 21. Secondary colors  |
| 10. Words series: Blending of phonetic sounds to form words (at, an, ap, et, in, it, ot, un) | 22. Tertiary colors   |
| 11. Phonograms (sh, ch, oo, ee)  | 23. Natural colors  |
| 12. Introduction to "ing" words  | 24. Golden & Silver color                                   |



# Note to Teachers

- ❖ This workbook covers topics related both to language and general knowledge. The language and general knowledge periods are to be used doing linked material work (Activities) and the actual workbook pages.
- ❖ Always introduce the topics, sound, colours orally, first in group lessons through a variety of techniques like:
  - Basket game.
  - Pictures & cards
  - Matching exercise
  - Sorting exercise
  - Real objects
  - Different teacher-made resources
  - Flash cards/pictures
- ❖ Avoid giving the whole class workbooks to write in at the same time. Work with a group of children which will be easier to monitor while rest of the class can be involved in working with related teacher-made material. Later switch the groups.
- ❖ An organized teacher will have pre-appointed group leaders who will distribute sharpened lead pencils and a variety of sharpened coloured pencils on each table.
- ❖ Always explain to the children in the group what is expected of them after the oral lessons and before handing over the workbook.
- ❖ **RESOURCE MATERIAL**
  - Resource material should be laminated with plastic sheet.
  - It should be properly placed in the class with in the reach of children.



## ❖ **DISPLAY**

- Create activity corner in the class.
- Charts should be placed at eye level.
- All the displays should be written in given writing formation.
- Every display, corner and class item should be labeled.
- No capitals to be used unless to begin a sentence.
- To create colours corner or any other corner ask the children to bring any object related to that corner two days before the introduction.

❖ Groups will rotated.

❖ Detailed objectives will be explained once before the first introduction of any new concept.

❖ News period & phonic song will be done daily.

❖ Weather, day, date, month, year, attendance, any new experience of children, concept of today, tomorrow & yesterday and general knowledge questions will be asked to the children on daily basis in news period. (Pattern of News Period)

Good morning! How are you? How is the weather today? What day is today? Today is Monday, yesterday was? And what will be tomorrow? If today is 3<sup>rd</sup> of August then drew & count the 3 beads on the board and say today is 3<sup>rd</sup> but which month. See the month chart and sing or say the months and stop on August and display it on the top of the chart which is placed beside the black board. Then write the date and month on the board and tell them about year.

Count the children how many are present today. How many are absent (involve the children in all these activities).

Ask them any new or special thing they experienced yesterday. If it is special write it on the board with the name of that particular child.

Sing poem of the days. Phonic song will be sung a group.

❖ Basic concepts e.g. days of the week, months of the year, will be placed in the class from the first day.

❖ Other concepts will be displayed introduction.

❖ In free time when you feel children have finished their work you can tell them any story or sing any rhyme related to on going work.

❖ Extra work (booklets) can also be used in free time.







say the letters like this

a as in apple, not ay  
b as in bird, not bee  
c as in curl, not see  
d as in dirt, not dee  
e as in egg, not ee  
f as in firm, not eff  
g as in girl, not jee  
h as in her, not aitch  
i as in ink, not eye  
j as in jerk, not jay  
k as in kerb, not kay  
l as in learn, not ell  
m as in mouse, not emm  
n as in nurse, not enn  
o as in ox, not oh  
p as in purse, not pea  
q as in quick, not queue  
r as in run, not are  
s as in sir, not ess  
t as in turn, not tea  
u as in up, not yu  
v as in verse, not vee  
w as in world, not double-you  
x as in box, not ex  
y as in year, not why  
z as in zebra, not zed

## Reference Sheet for Word Series

| <b>at</b>  | <b>an</b>  | <b>in</b>                                     | <b>ap</b>   |
|--|--|---|---|
| bat<br>cat<br>fat<br>hat<br>mat<br>pat<br>rat<br>sat | can<br>fan<br>man<br>pan<br>ran<br>tan<br>van        | bin<br>fin<br>pin<br>sin<br>tin<br>win        | bap<br>cap<br>gap<br>lap<br>map<br>nap<br>rap<br>sap<br>tap |
| <b>un</b>  | <b>et</b>  | <b>it</b>                                     | <b>ot</b>   |
| bun<br>fun<br>gun<br>nun<br>run<br>sun               | bet<br>get<br>jet<br>let<br>met<br>net<br>pet<br>wet | bit<br>fin<br>hit<br>mit<br>pit<br>lit<br>sit | cot<br>dot<br>hot<br>got<br>lot<br>not<br>pot<br>rot        |

## Reference Sheet for Phonograms

| <b>ee</b>                                    | <b>oo</b>                            | <b>ch</b>                                      | <b>sh</b>                            |
|--|--------------------------------------|--|--------------------------------------|
| seed<br>feed<br>weed<br>feel<br>heel<br>peel | book<br>cook<br>hook<br>look<br>rook | chips<br>chat<br>chick<br>chop<br>chin<br>chit | ship<br>shop<br>shoe<br>shut<br>shot |



Subject: English  
Term: 3  
Level: PREP

| Wk | Communication  | Reading   | Writing   | Assessment |
|----|--|---|---|------------|
| 1  | <ul style="list-style-type: none"> <li>- News period</li> <li>- Nursery rhyme</li> <li>* Introduction of</li> <li>- 'un' words</li> <li>- Spellings of May &amp; June</li> <li>- Spellings of pink</li> <li>* Reinforcement of</li> <li>- Opposites</li> <li>- Capital &amp; small letters</li> <li>- Introduced colors</li> </ul> | <ul style="list-style-type: none"> <li>- Text</li> <li>Page No. 16 of</li> <li>'We have fun'</li> </ul> | <ul style="list-style-type: none"> <li>- 'un' Word</li> <li>- Spellings of May, June &amp; pink</li> <li>- Opposites</li> <li>- Introduced colors</li> <li>- Capital &amp; small letters</li> </ul> | Yes        |
| 2  | <ul style="list-style-type: none"> <li>- News Period</li> <li>- Nursery rhyme</li> <li>* Introduction of</li> <li>- Spellings of July</li> <li>- Spellings of white</li> <li>- Simple sentences</li> <li>* Reinforcement of</li> <li>- Days of the week</li> <li>- Introduced months</li> <li>- Word series</li> </ul>             | <ul style="list-style-type: none"> <li>- Text</li> <li>Reinforcement of previous page</li> </ul>        | <ul style="list-style-type: none"> <li>- Spellings of July &amp; white</li> <li>- Simple sentences</li> <li>- Days of the week</li> <li>- Months of the year</li> <li>- Word series</li> </ul>      | Yes        |
| 3  | <ul style="list-style-type: none"> <li>- News Period</li> <li>- Nursery rhyme</li> <li>* Introduction of</li> <li>- 'ch' words</li> <li>- Opposites happy/sad</li> <li>- Spellings of August</li> <li>* Reinforcement of</li> <li>- Introduced colors</li> <li>- Opposites</li> <li>- Simple sentences</li> </ul>                  | —   | <ul style="list-style-type: none"> <li>- Spellings of August</li> <li>- 'ch' words</li> <li>- Opposites</li> <li>- Introduced colors</li> <li>- Simple sentences</li> </ul>                         | Yes        |
| 4  | <ul style="list-style-type: none"> <li>- News Period</li> <li>- Nursery rhyme</li> <li>* Introduction of</li> <li>- Spellings of September</li> <li>- Spellings of black</li> <li>- 'sh' words</li> <li>* Reinforcement of</li> <li>- Simple sentences</li> <li>- Vowels</li> <li>- Days of the week</li> </ul>                    | <ul style="list-style-type: none"> <li>- Text</li> <li>Page No. 18 of</li> <li>'We have fun'</li> </ul> | <ul style="list-style-type: none"> <li>- Spellings of September &amp; black</li> <li>- 'sh' words</li> <li>- Simple sentences</li> <li>- Days of the week</li> <li>- Vowels</li> </ul>              | Yes        |



| Wk | Communication  | Reading  | Writing   | Assessment      |
|----|--|--|---|-----------------|
| 5  | <ul style="list-style-type: none"> <li>- News Period</li> <li>- Nursery rhyme</li> <li>* Introduction of</li> <li>- Creative writing</li> <li>- 'oo' words</li> <li>- Spellings of October</li> <li>* Reinforcement of</li> <li>- Simple sentence</li> <li>- Opposites</li> <li>- Months of the year</li> </ul>                            | <ul style="list-style-type: none"> <li>- Text</li> <li>Reinforcement of previous page</li> </ul> | <ul style="list-style-type: none"> <li>- Creative writing</li> <li>- 'oo' words</li> <li>- Spellings of October</li> <li>- Simple sentences</li> <li>- Opposites</li> <li>- Months of the year</li> </ul>         | Yes             |
| 6  | <ul style="list-style-type: none"> <li>- News Period</li> <li>- Nursery rhyme</li> <li>* Introduction of</li> <li>- Spellings of November</li> <li>- Spellings of silver</li> <li>- 'ee' words</li> <li>* Reinforcement of</li> <li>- Singular/plural</li> <li>- Introduced colors</li> <li>- Word series booklet</li> </ul>               | —  | <ul style="list-style-type: none"> <li>- Spellings of November &amp; silver</li> <li>- 'ee' words</li> <li>- Singular/plural</li> <li>- Introduced colors</li> <li>- Word series</li> </ul>                       | Yes             |
|    | <ul style="list-style-type: none"> <li>- News Period</li> <li>- Nursery rhyme</li> <li>* Introduction of</li> <li>- Spellings of December</li> <li>- Creative writing</li> <li>- Myself</li> <li>- Spellings of golden</li> <li>* Reinforcement of</li> <li>- Simple sentences</li> <li>- Opposites</li> <li>- Days of the week</li> </ul> | <ul style="list-style-type: none"> <li>- Text</li> <li>Page No. 22 of 'We have fun'</li> </ul>   | <ul style="list-style-type: none"> <li>- Spellings of December &amp; golden</li> <li>- Myself</li> <li>- Creative writing</li> <li>- Opposites</li> <li>- Days of the week</li> <li>- Simple sentences</li> </ul> | Yes             |
|    | <ul style="list-style-type: none"> <li>- News Period</li> <li>- All the introduced topics</li> </ul>   |  | <ul style="list-style-type: none"> <li>- Assessment Worksheet</li> </ul>  | Assessment week |



# Lesson Plan

## Communication, Writing

Level: Prep

Term: 3

Week: 1

| Communication   | Reading                                   | Writing   | Assessment |
|---|---|---|------------|
| Review period<br>Nursery rhyme<br>Introduction of<br>' words<br>Spellings of May & June<br>Spellings of pink<br>Reinforcement of<br>opposites<br>Capital & small letters<br>Introduced colors | - Text<br>Page No. 16 of<br>'We have fun' | - 'un' Word<br>- Spellings of May,<br>June & pink<br>- Opposites<br>- Introduced colors<br>- Capital & small<br>letters | Yes        |



# Lesson Plan

## Communication, Writing, Fun Activity

Level: PREP  
Term: 3  
Week: 1  
Day: 1  
Periods: 2  
Topic: Introduction of 'un' words

### Objective:

Children will be able to:

- blend two, three phonetic sounds to form short phonic meaningful words.
- practice in sounding, blending sound and reading a word.
- understand and be able to blend through:
  - a) recognizing, exploring and working with blending patterns.
  - b) link sound and spellings patterns by using knowledge of blending to identify families of consonant vowel, consonant words e.g. cat, hat, fat, fit, bit, lit etc.
  - c) identify and write initial (beginning) and final (ending) phonics in consonant vowel, consonant words e.g. cap, pan, etc.

Vowels: a, e, i, o, u

Consonants: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, u, v, w, x, y, z

- associate words with pictures.
- develop the understanding that some words are naming words.
- extend vocabulary words that are not easily illustrated.
- develop the ability to read silently.
- develop the ability to read without pictures.
- enrich their vocabulary.
- extend reading practice.
- indirectly prepare themselves for reading and writing.



**Function:**

Writing and making 'un' words.

**Activity:**

Making 'un' words with the help of cards and pictures.

**Material:**

Pictures, cards, black board, workbook, pencils, colors, erasers & sight words.

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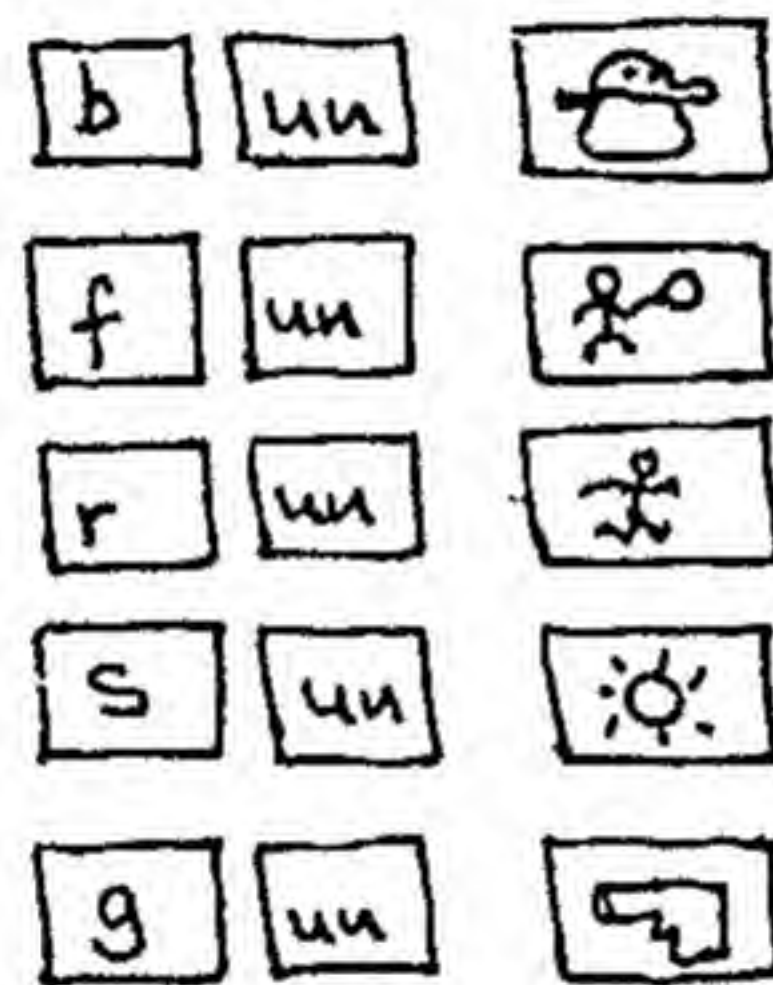
**Procedure:**

Introduction:

Tell the children today we'll make different meaningful words with the help of 'un'. First write 'un' on the black board and teach them its sound. Then make picture of \_\_\_\_\_ and ask the children what is this? If they tell the right word then write the initial phonic before 'un' and tell the whole word. Do the same with all other 'un' words.

After this introduction divide the children in two groups.

Group – I: This group will make 'un' words with pictures and cards.



Group – II: This group will do writing of 'un' words in front of the given picture.



Level: Prep

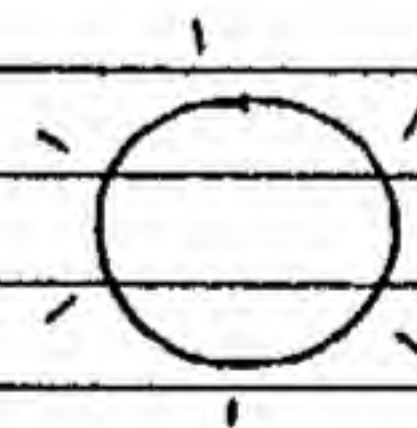
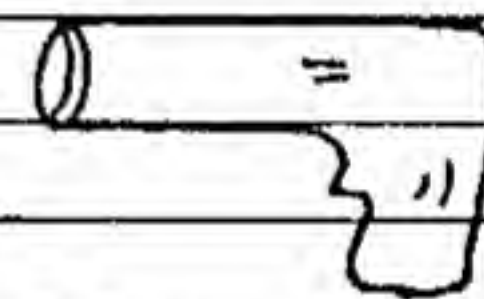
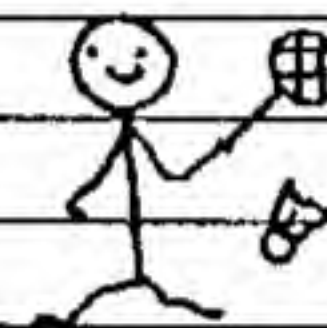
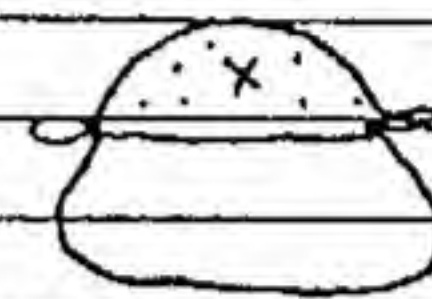
Term: 3

Week: 1

Day: 1

# Worksheet

Write 'un' words





# Lesson Plan

## Communication, Writing

Level: PREP  
Term: 3  
Week: 1  
Day: 2  
Period: 1  
Topic: Spellings of May & June

- Objectives: The learners will be able to:
- learn, recognize & count the number of the months of the year.
  - repeat, sequence and retain the names of the twelve months of the year.
  - learn that the spellings of the months of the year begin with capital letter.
  - learn about the calendar (days, weeks, months).
  - indirectly prepare and expand their reading vocabulary.
  - develop language.
- Function: Learning, writing, singing rhyme
- Activity: Singing rhyme
- Material: Black board, workbook, pencils, eraser, flash cards of May & June

- Procedure:
- Sing 'months' poem.
  - Show the flash card of May and display it in the class for sight reading, write the spellings of May on the board and learn the spellings in group.
  - Do the same with the spellings of June.
  - After introduction the children will write both spellings in workbook.



Level: Prep

Term: 3

Week: 1

Day: 2

# Worksheet

Write

May

June



# Lesson Plan

## Communication, Writing, Fun Activity

Level: PREP

Term: 3

Week: 1

Day: 3

Periods: 2

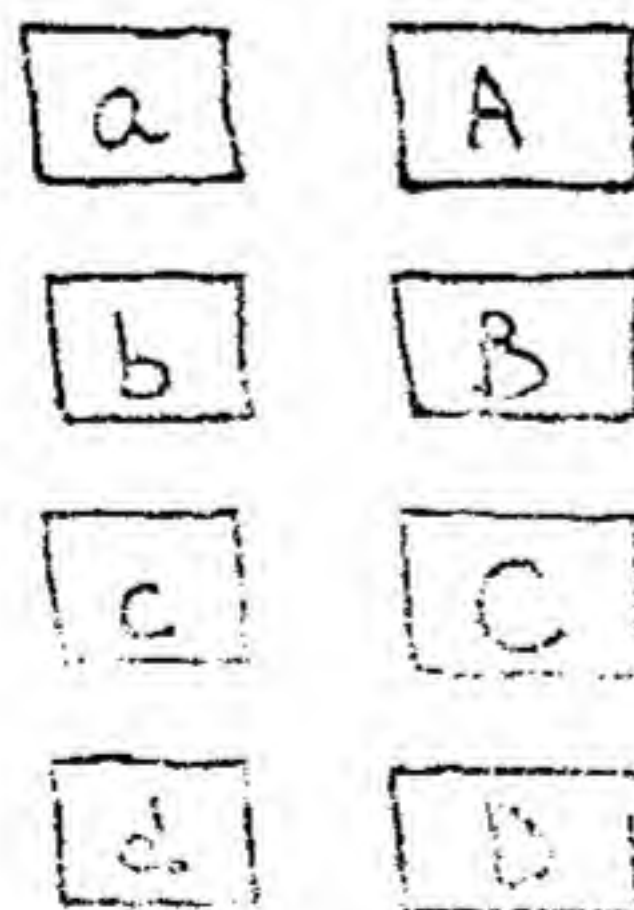
Topic: Reinforcement of capital & small letters

- Objectives: Children will be able to learn, recognize, read small & capital letters.
- Function: Writing, Matching
- Activity: Matching of capital and small letters
- Material: Black board, workbook, pencils, eraser, cards of Capital & small letters.

### Procedure:

Explain they have to make the pair of Capital & Small letters.  
Divide the children in two groups.

ROUP – I They'll do work with cards of capital & small letters. They'll do matching exercise from Aa-Zz.



ROUP – II They'll do the following exercise in workbook.



Level: Prep

Term: 3

Week: 1

Day: 3

# Worksheet

Write the capital letters

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Look, look, says Jane.

Look, Peter, look.

Have a look.

Come and look.

Peter has a look.





# Lesson Plan

## Communication, Writing

Level: PREP  
Term: 3  
Week: 1  
Day: 5  
Period: 1  
Topic: Spellings of Pink

**Objectives:** Children will be able to learn, recognize, read and write spellings of pink.  
**Function:** Learning, writing and creating pink color, matching exercise.  
**Activity:** Creating Pink corner 'in the class'  
**Material:** Pink things, blackboard, workbook, pencils, colors, eraser,

### Procedure:

- Display all the pink items which children brought from homes. Ask them about their items color and name.
- Show the flash card of Pink.
- Display it in the class for sight reading.
- Write the spellings of pink on the board.
- Tell then pink is a tertiary color.
- Learn the spellings in group.

GROUP – I

They'll match the color cards exercise according to primary, secondary and tertiary color.

| Primary colours | tertiary colours | tertiary colours |
|-----------------|------------------|------------------|
| red             | orange           | grey             |
| yellow          | purple           | brown            |
| blue            | green            | pink             |

GROUP – II

They'll do writing practice of pink in workbook.



Day:

Write

1



Level: Prep

Term

Week

Day:

# Worksheet

Make it right

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# Lesson Plan

## Communication, Writing, Fun Activity

Level: Prep

Term: 3

Week: 2

| Communication   | Reading   | Writing  | Assessment |
|---|---|--|------------|
| <ul style="list-style-type: none"><li>- News Period</li><li>- Nursery rhyme</li><li>* Introduction of</li><li>- Spellings of July</li><li>- Spellings of white</li><li>- Simple sentences</li><li>* Reinforcement of</li><li>- Days of the week</li><li>- Introduced months</li><li>- Word series</li></ul> | <ul style="list-style-type: none"><li>- Text</li><li>Reinforcement of previous page</li></ul> | <ul style="list-style-type: none"><li>- Spellings of July &amp; white</li><li>- Simple sentences</li><li>- Days of the week</li><li>- Months of the year</li><li>- Word series</li></ul> | Yes        |



# Lesson Plan

## Communication, Writing, Fun Activity

Level: PREP  
Term: 3  
Week: 2  
Day: 1  
Periods: 2  
Topic: Simple sentences

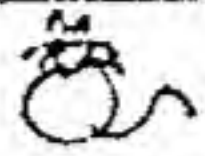
1. **Objectives:** Children will be able to:
  - Build simple sentences
  - Learn that a sentence starts with a capital letter and end with a full stop.
  - Develop grammatical awareness.
  - Read and write simple sentences for meaning and understanding.
2. **Function:** Writing, reading.
3. **Activity:** Cards game.
4. **Material:** Black board, workbook, pencils, colors, eraser, word cards.

- 
5. **Procedure:**
    - Introduce simple sentences build up by explaining that words can be arranged together left to right to form a simple sentence.
    - Explain that a sentence starts with capital letter and ends with a full stop.
    - Write few sentences on the board and draw pictures and ask the children to read one at a time.
    - Ask question according to the written sentences to check whether they understand the meaning of that particular sentence or not.
    - Give cards for the construction of simple sentences.
    - Written work.
    - Children will do this task in two groups.

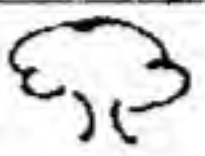


GROUP -- I

This group will construct sentences with the help of small cards of word and sentence strip .e.g.

This is a cat. 

This is a cat.

That is a tree. 

That is a tree.

GROUP -- II

This group will write few simple sentences in workbook.



Level: Prep

Term: 3

Week: 2

Day: 1

# Worksheet

## Sentences

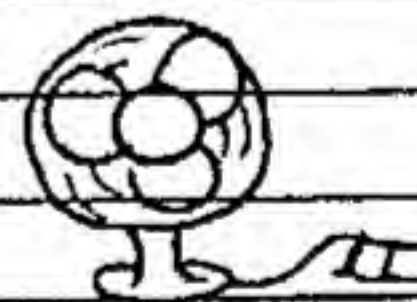
This is a cat.



That is a tree.



This is a fan.





# Lesson Plan

## Communication, Writing

Level: PREP  
Term: 3  
Week: 2  
Day: 2  
Period: 1  
Topic: Spellings of July

**Objectives:** Refer to previous objectives (Page No. )  
**Function:** Learning and writing.  
**Material:** Black board, flash card of July, workbook, pencils, eraser.

**Procedure:**

- Sing months of the year in rhythm.
- Show the flash card of July display it in the class for sight reading.
- Write July on the board.
- Learn the spellings of July in group.
- Writing practice
- After introduction children will write spellings of July in their workbook.



Level: Prep

Term: 3

Week: 2

Day: 2

# Worksheet

Write

July



# Lesson Plan

## Communication, Writing

Level: PREP  
Term: 3  
Week: 2  
Day: 3  
Periods: 2  
Topic: Reinforcement of days of the week.

- Objective:** Children will be able to:
- ✓ learn and recognize the names and spellings of the seven days of the week.
  - learn that the spellings of week begin with a capital letter.
  - count the number of days of the week.
  - learn the sequence and retain the names of the days of the week.
  - learn why the days of the week have special names.
  - learn about activities for certain days (Sunday – holiday, Monday – clay work.)
  - stimulate rhythm and interest in words by repeating the days of the week.
  - learn about the calendar (days, weeks, months.)
  - develop the concept of today, tomorrow, yesterday.
  - vocabulary enrichment.
- Instruction:** Singing, writing, coloring.
- Activity:** Rainbow coloring.
- Material:** Black board, workbook, pencils, colors, eraser.

- Procedure:**
- Sing the poem days of the week.
  - Show a picture of rainbow and tell them that it has seven colors. It is a mixture of Primary, secondary and tertiary colors. Just like rainbow we have seven days in a week so today we will write seven day in a rainbow,
  - Writing practice in workbook.



Level: Prep

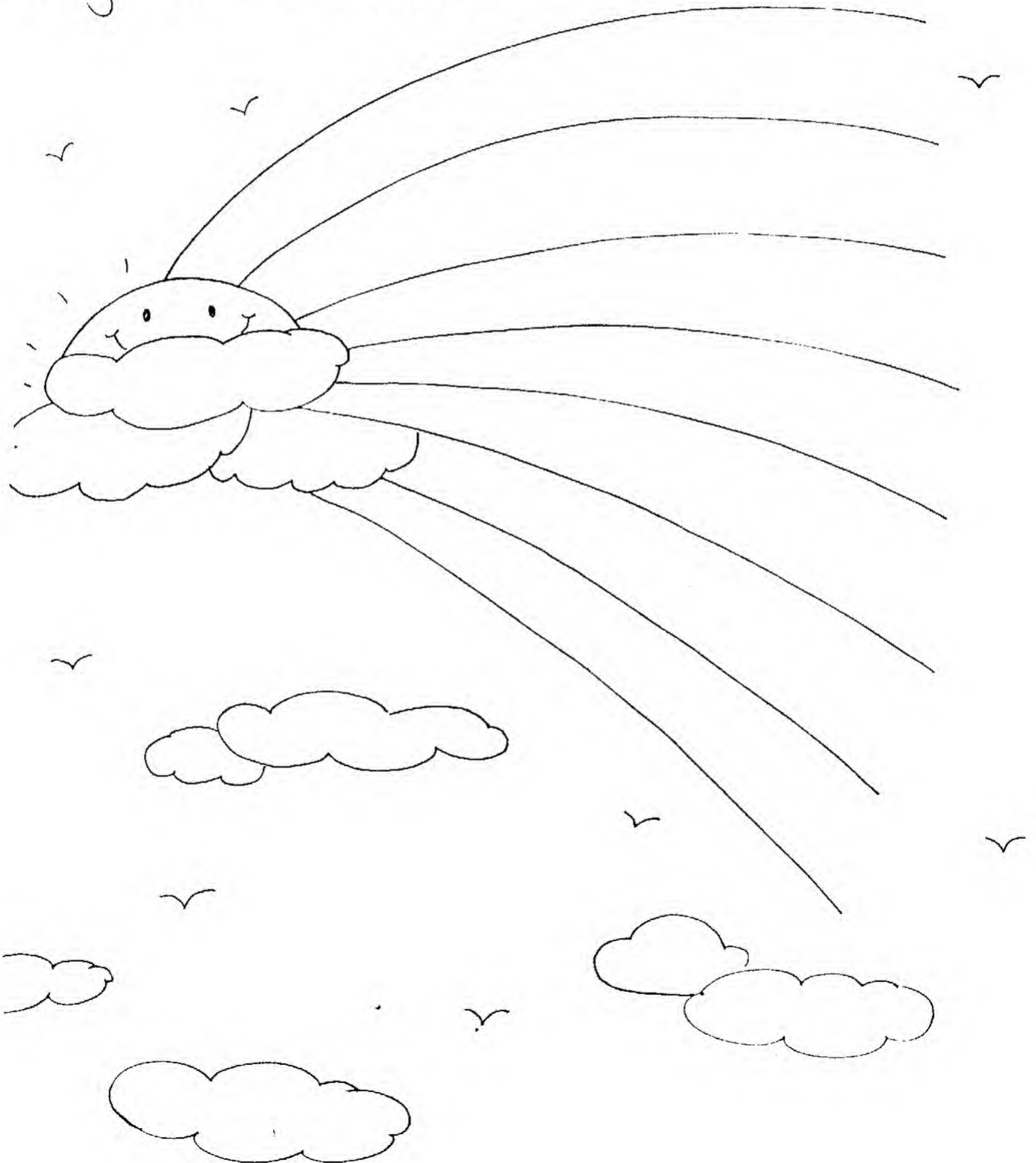
Term:

Week

Day: :

# Worksheet

Days of the week





# Lesson Plan

## Communication, Writing, Fun activity

Term: 3  
Week: 2  
Day: 4  
Periods: 2  
Topic: Introduced word series.

1. **Objectives:** Refer to previous objectives (Page No. )
  2. **Function:** Singing, writing, arranging, rhyme.
  3. **Activity:** Arranging the letters to make right words.
  4. **Material:** Black board, workbook, pencils, colors, eraser.
- 

5. **Procedure:**
  - Explain the task on the board.
  - Draw the work on the board.
  - Tell the children to see the picture and arrange the given letters to make right words.
  - Write the words and color the pictures.



Level: Prep

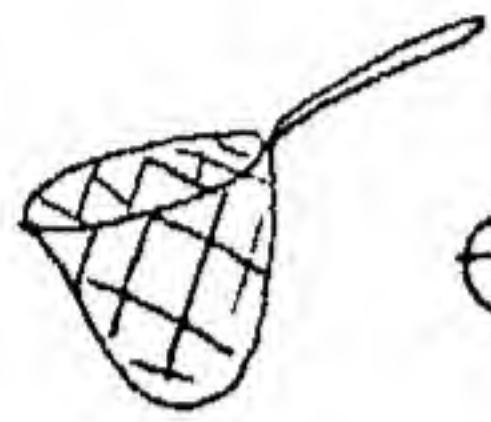
Term: 3

Week: 2

Day: 4

# Worksheet

Make it right



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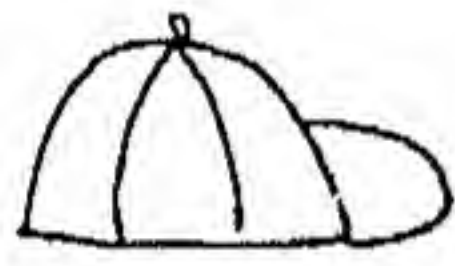
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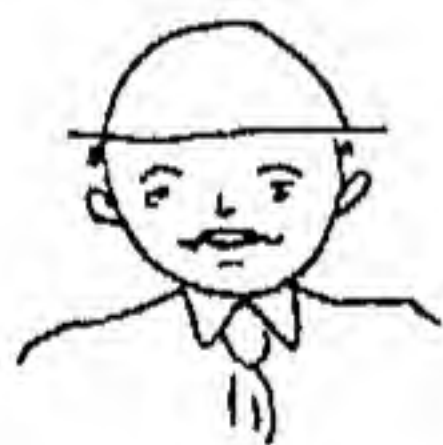
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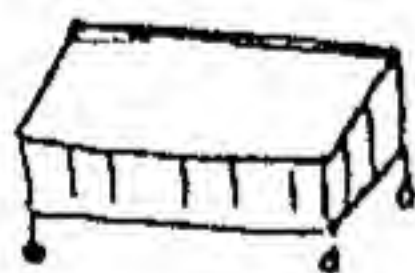
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# Lesson Plan

## Communication, Writing

Term: 3  
Week: 2  
Day: 5  
Periods: 1  
Topic: Spellings of white.

1. **Objectives:** Children will be able to learn, recognize, read and write spellings of white.
2. **Function:** Creating white corner in the class, writing learning.
3. **Activity:** Creating white corner 'in the class'
4. **Material:** White things, blackboard, workbook, pencils, colors, eraser & flash cards of white.

---

### 5. **Procedure:**

- Show all the white items which children brought from homes. Display them in one corner and ask their names to the children e.g. white color, white paper, white socks, white ribbon etc.
- Show the flash card of white, display it in the class for sight reading.
- Write the spellings of white on the board and ask the children to learn it in group.
- Tell them white is a neutral color.
- Ask them the names of different things.



Level: Prep

Term: 3

Week: 2

Day: 5

# Worksheet

Write

white





# Lesson Plan

## Communication, Writing

Term: 3

Week: 2

Day: 6

Period: 1

Topic: Reinforcement of the months of the year

1. **Objectives:** Refer to previous objectives (Page No. )  
2. **Function:** Writing, singing.  
3. **Material:** Black board, workbook, pencils, erasers,

#### 4. **Procedure:**

Reinforcement of the months of the year through singing months of the year in rhythm.

- Revise the spellings.
- Writing practice in workbook.



Level: Prep

Term: 3

Week: 2

Day: 6

# Worksheet

Months of the year



# Lesson Plan

## Communication, Writing

Level: Prep  
Term: 3  
Week: 3

| Communication  | Reading | Writing   | Assessment |
|--|---------|---|------------|
| <ul style="list-style-type: none"><li>- News Period</li><li>- Nursery rhyme</li><li>* Introduction of</li><li>- 'ch' words</li><li>Opposites happy/sad</li><li>Spellings of August</li><li>Reinforcement of</li><li>introduces colors</li><li>Opposites</li><li>Simple sentences</li></ul> |         | <ul style="list-style-type: none"><li>- Spellings of August</li><li>- 'ch' words</li><li>- Opposites</li><li>- Introduces colors</li><li>- Simple sentences</li></ul> | Yes        |



Level: Prep

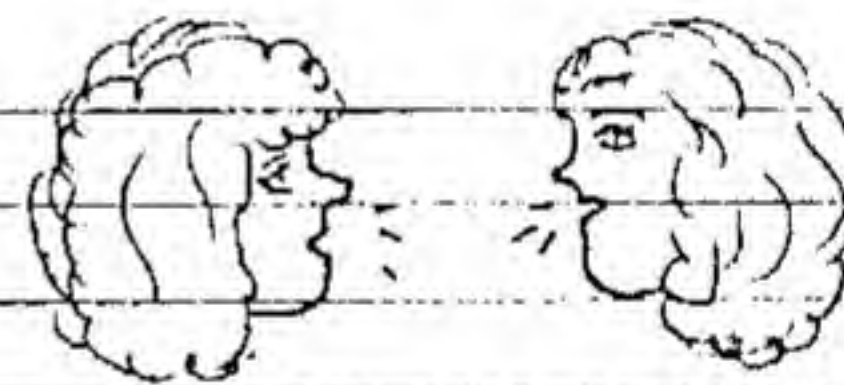
Term: 3

Week: 3

Day: 1

# Worksheet

Write 'ch' words





# Lesson Plan

## Communication, Writing

Term: 3  
Week: 3  
Day: 2  
Period: 1  
Topic: Opposite happy/Sad.

- ✓
- Objectives:** Children will be able to
- Learn, recognize, write and read happy & sad.
  - Differentiate between the expression of happy and sad.
  - Learn gestures and feeling.
  - Develop vocabulary.
- Instruction:** Writing, practical work.
- Activity:** Singing rhyme.
- Material:** Black board, workbook, pencil, eraser, flash card of happy/sad.

**Procedure:**

Show the pictures of happy and sad and then ask them to make happy face and then sad face. Sing the following poem.



Level: Prep

Term:

Week:

Day: 1

# Worksheet

Write

happy



sad





## Poem

I like my head how about you  
It tells me I am alive  
I can laugh ha ha  
I can cry ooh ooh  
I can hear  
I can listen  
I can sneeze a choo  
These are the things  
I can do with my head  
I am sure you can do them too  
I am sure you can do them too

After this the children will do writing practice of happy/sad in work book.



Level: Prep

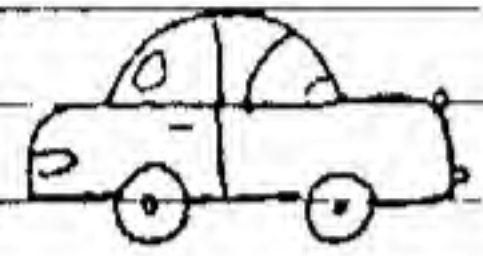
Term: 3

Week: 3

Day: 3

# Worksheet

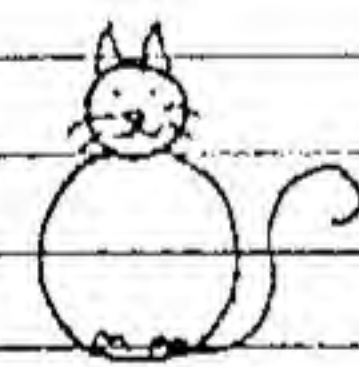
Make sentences



car



tree



cat



# Lesson Plan

## Communication, Writing

Term: 3  
Week: 3  
Day: 4  
Period: 1 ✓  
Topic: Spellings of August

1. **Objectives:** Refer to previous objectives (Page No. )  
2. **Function:** Learning, writing, singing.  
3. **Activity:** Singing months of the year in a rhythm.  
4. **Material:** Black board, workbook, pencils, erasers, flash card of August,

5. **Procedure:**

- Sing months of the year in rhythm.
- Show the flash card of August and display it in the class for sight reading. Write spellings of "August" on the black board. Learn the Spellings in group.
- Writing practice.



Level: Prep

Term: 3

Week: 3

Day: 4

# Worksheet

Write

August



# Lesson Plan

## Communication, Writing

Term: 3  
Week: 3  
Day: 5  
Period: 1  
Topic: Introduced colors.

1. **Objectives:** Refer to previous objectives (Page No. )
  2. **Function:** Writing
  3. **Material:** Black board, workbook, pencils, erasers.  
Revise all the introduced spellings of color orally.
- 

4. **Procedure:** Explain the task on the black board that they have to write the spellings of colors in front of the given pictures.



Level: Prep

Term:

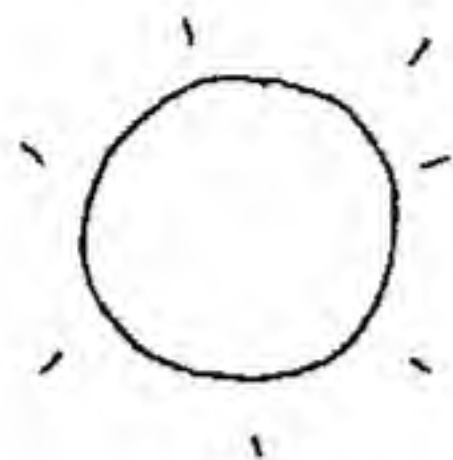
Week

Day:

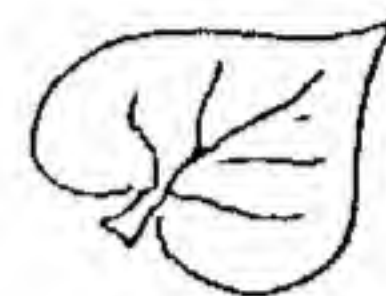
# Worksheet

## Colours

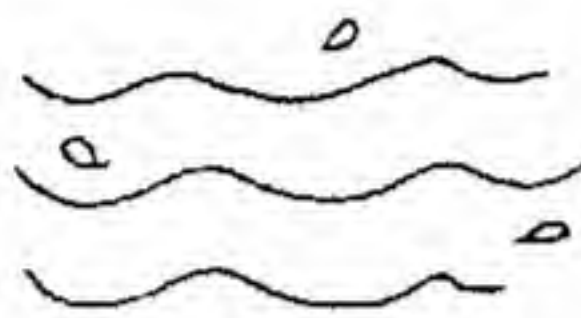
Handwriting practice lines (four horizontal lines).



Handwriting practice lines (four horizontal lines).



Handwriting practice lines (four horizontal lines).



Handwriting practice lines (four horizontal lines).



Handwriting practice lines (four horizontal lines).



Handwriting practice lines (four horizontal lines).



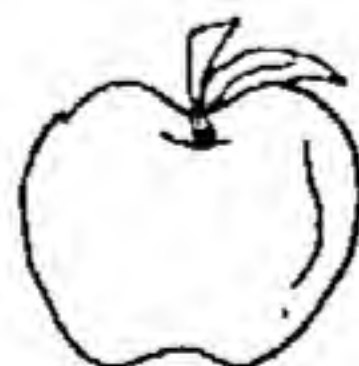
Handwriting practice lines (four horizontal lines).



Handwriting practice lines (four horizontal lines).



Handwriting practice lines (four horizontal lines).





# Lesson Plan

## Communication, Writing

Term: 3  
Week: 3  
Day: 6  
Period: 1  
Topic: Reinforcement of Opposites.

1. **Objectives:** Refer to previous objectives (Page No.            )
  2. **Function:** Writing
  3. **Material:** Black board, workbook, pencils, erasers, colors.
- 
4. **Procedure:** Explain that they have to write opposites of the given words



Level: Prep

Term: 1

Week:

Day:

# Worksheet

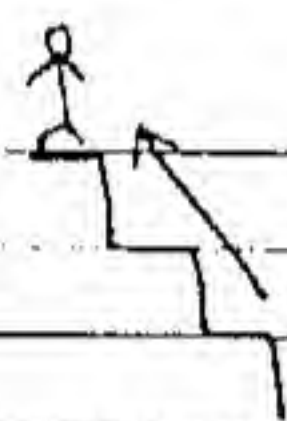
Write the opposites



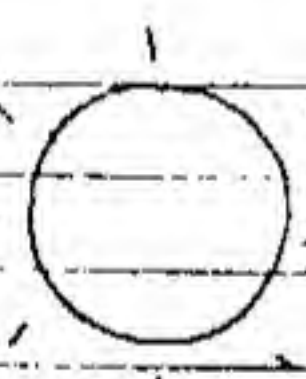
in



happy



up



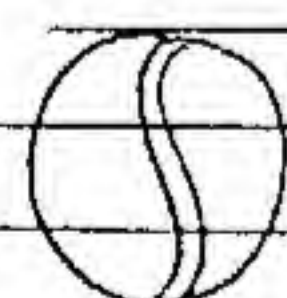
day



front



far



big



# Lesson Plan

## Communication, Writing

Level: Prep

Term: 3

Week: 4

| Communication   | Reading   | Writing  | Assessment |
|---|---|--|------------|
| <ul style="list-style-type: none"> <li>- News Period</li> <li>- Nursery rhyme</li> <li>* Introduction of</li> <li>- Spellings of September</li> <li>- Spellings of black</li> <li>- 'sh' words</li> <li>* Reinforcement of</li> <li>- Simple sentences</li> <li>- Vowels</li> <li>- Days of the week</li> </ul> | <ul style="list-style-type: none"> <li>- Text</li> <li>Page No. 18 of</li> <li>'We have fun'</li> </ul> | <ul style="list-style-type: none"> <li>- Spellings of September &amp; black</li> <li>- 'sh' words</li> <li>- Simple sentences</li> <li>- Days of the week</li> <li>- Vowels</li> </ul> | Yes        |



Level: Prep

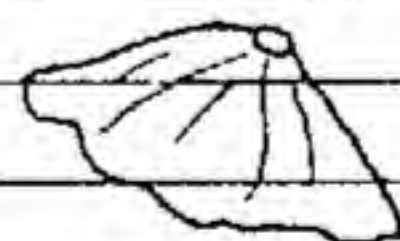
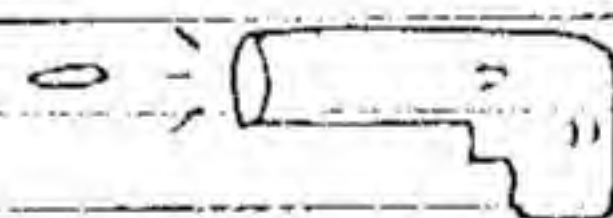
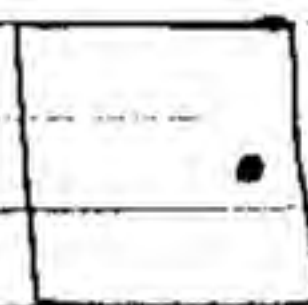
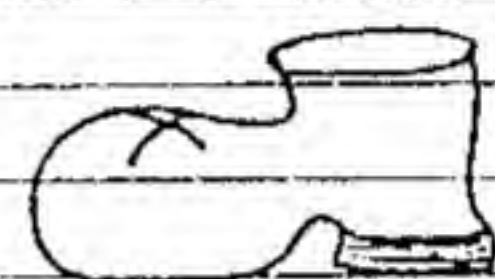
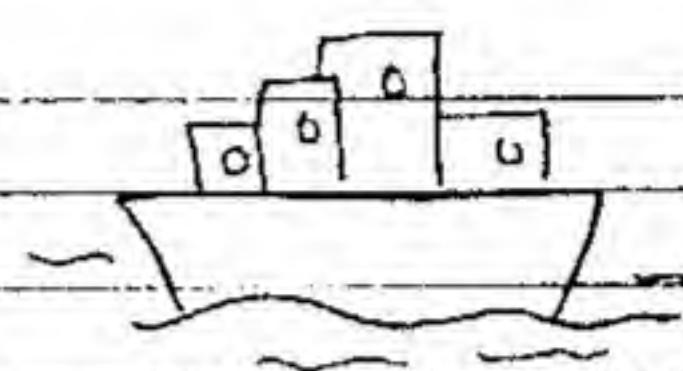
Term: 3

Week: 4

Day: 1

# Worksheet

Write 'sh' words



# Lesson Plan

## Communication, Writing

Term: 3  
Week: 4  
Day: 2  
Period: 1  
Topic: Spellings of September.

**Objectives:** Refer to previous objectives (Page No. )  
**Function:** Writing, Singing  
**Activity:** Singing poem months of the year.  
**Material:** Black board, flash cards of months of the year, pencils, eraser.

**Procedure:**

- Sing months of the year in rhythm
- Show the flash card of September and display it in the class for sight reading.
- Write the spellings of September on the black board and learn the spellings in group.
- Writing practice.



Level: Prep

Term: 3

Week: 4

Day: 2

# Worksheet

ite

september

# Lesson Plan

## Communication, Writing, Fun Activity

Term: 3

Week: 4

Day: 3

Periods: 2

Topic: Reinforcement of Simple sentences and vowels.

**Objectives:**

Children will be able to

- Write simple sentences independently.
- Do vowel exercise.

**Function:**

Writing, Vowels game.

**Activity:**

Vowels game.

**Material:**

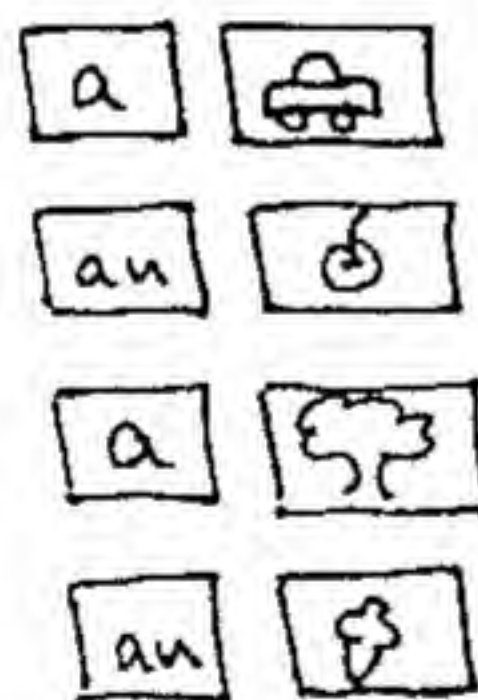
Black board, workbook, vowel exercise material, pencils, colors, eraser.

**Procedure:**

Explain that today they have to make simple sentences independently and draw the picture of the given word.

**GROUP – I**

Children will do usage of 'a' or 'an' exercise.



**GROUP – II**

This group will make sentences in the work book.



Level: Prep

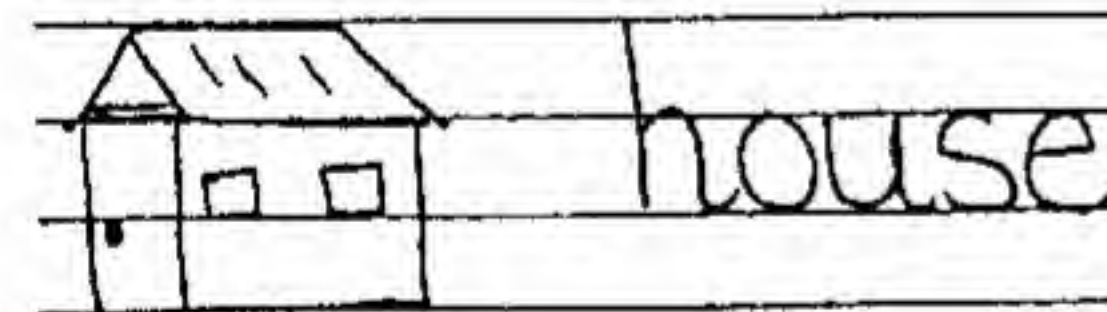
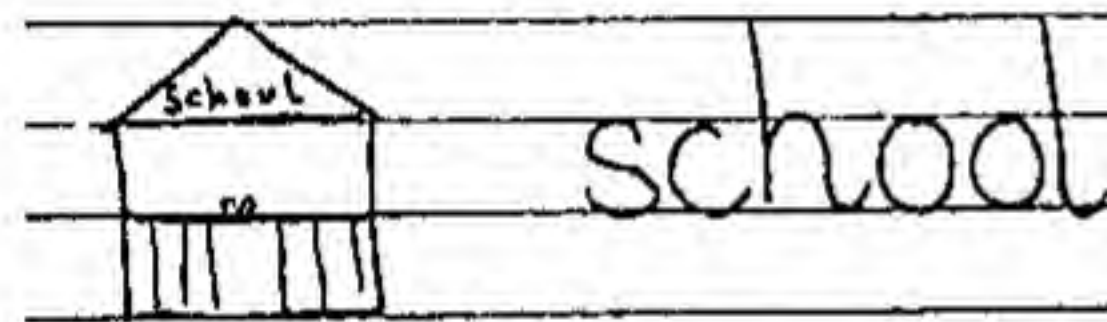
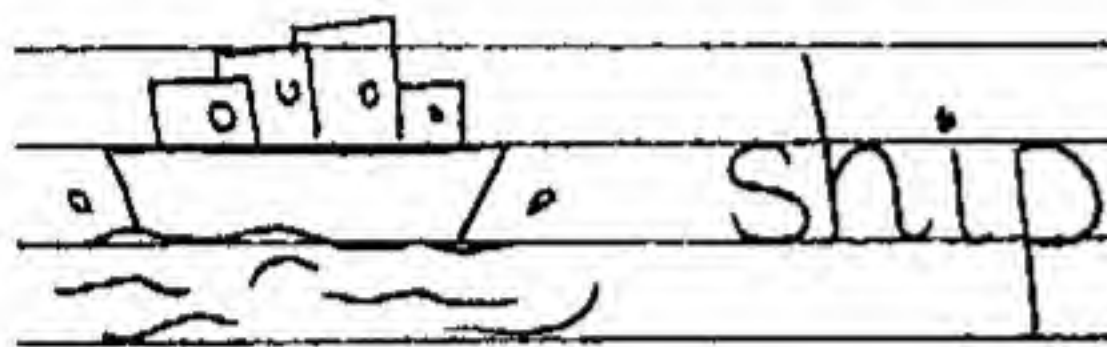
Term: 3

Week: 4

Day: 3

# Worksheet

Make sentences



# Lesson Plan

## Reading

Term: 3

Week: 4

Day: 4

Period: 1

Topic: Reading of page No: 18 of 'We have fun'

**Objectives:** The learners will be able to:

- read with fluency and correct pronunciation.
- read and understand the story.

**Skills:** Reading aloud, reading comprehension.

**Topic:** We have fun.

**Material:** Text page # 18 of 'We have fun.'

**Procedure:** Distribute the book and ask the children to open page # 18.  
Write the name of the story on the board. Display the new words (flash cards.)

- a) Ask the following:
  1. What Who looks?
  2. What did they see?
  3. What did Peter see?
- b) Reading aloud.
  - Read the story aloud.
  - You read and students follow you in chorus.
- c) Individual reading.

Children will do individual reading according to their turns.



Peter looks.

A fish, says Jane.

It is a fish, says Peter.

It is a fish, he says.



new word

fish



# Lesson Plan

## Communication, Writing

Term: 3  
Week: 4  
Day: 5  
Period: 1  
Topic: Spellings of black

**Objectives:** Children will be able to learn, recognize, write and read spellings of black colors.  
**Action:** Creating black corner, writing, learning  
**Activity:** Creating black corner.  
**Material:** Black board, workbook, black things, pencils, colors, eraser.

**Procedure:** Set the black corner in the class with the help of those things which children brought from homes. Ask them names individually. Tell them black is a neutral colors. Show the flash card of black and display it for sight reading. Ask the names of different black things. Write black on the black board and learn spellings in group.

2 - I They'll sort out primary, secondary, tertiary and neutral colors.

| Primary | Secondary | tertiary | neutral |
|---------|-----------|----------|---------|
| red     | orange    | grey     | black   |
| yellow  | green     | pink     | white   |
| blue    | purple    | brown    |         |

II They'll write spellings of black in their workbook.



Level: Prep

Term: 3

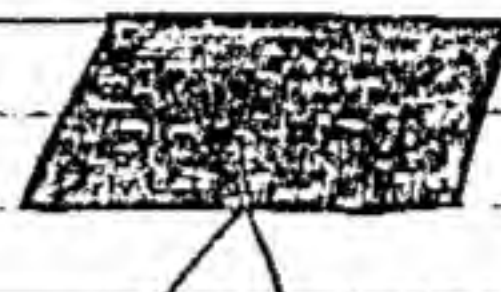
Week: 4

Day: 5

# Worksheet

rite

slack



# Lesson Plan

## Communication, Writing

Term: 3  
Week: 4  
Day: 6  
Period: 1  
Topic: Reinforcement of days of the week.

Objectives: Refer to previous objectives (Page No. )  
Instruction: writing  
Material: Blackboard, workbook, pencils, eraser.

Procedure: Explain that they have to write seven days of the week independently.



Day: 6

Days of the week

# Lesson Plan

## Communication, Writing

Level: Prep

Term: 3

Week: 5

| Communication  | Reading  | Writing   | Assessment |
|--|--|---|------------|
| <ul style="list-style-type: none"> <li>- News Period</li> <li>- Nursery rhyme</li> <li>* Introduction of</li> <li>- Creative writing</li> <li>- 'oo' words</li> <li>- Spellings of October</li> <li>* Reinforcement of</li> <li>- Simple sentences</li> <li>- Opposites</li> <li>- Months of the year</li> </ul> | <ul style="list-style-type: none"> <li>- Text</li> <li>Reinforcement of previous page</li> </ul> | <ul style="list-style-type: none"> <li>- Creative writing</li> <li>- 'oo' words</li> <li>- Spellings of October</li> <li>- Simple sentences</li> <li>- Opposites</li> <li>- Months of the year</li> </ul> | Yes        |



Level: Prep

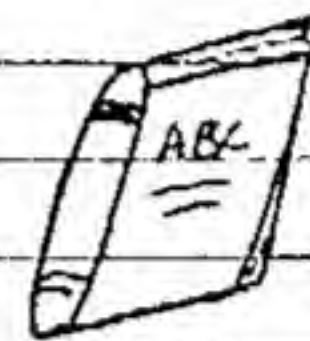
Term: '

Week: '

Day: '

# Worksheet

Write 'oo' words



# Lesson Plan

## Communication, Writing

Term: 3  
Week: 5  
Day: 2  
Period: 1  
Topic: Simple sentences

**Objectives:** Children will be able to write and read simple sentences  
**Function:** Writing  
**Material:** Black board, workbook, pencils, eraser.

---

**rocedure:**

Explain the task on the board. Write the words on the board and then ask sentences verbally to each child. After this children will do written work in workbook.



Level: Prep

Term: 3

Week: 5

Day: 2

# Worksheet

Make sentences

shop

book

table

# Lesson Plan

## Communication, Writing

Term: 3  
Week: 5  
Day: 3  
Periods: 2  
Topic: Creative writing

1. **Objectives:** Children will be able to
    - Think about and discuss what they intend to write ahead of writing it.
    - Develop imagination.
    - Write simple sentences with the help of previous knowledge.
  2. **Function:** Thinking, writing, speaking, discussion question/answer session.
  3. **Activity:** Discussion on the given topic.
  4. **Material:** Blackboard, workbook, pencils, colours, eraser, toy car.
- 

5. **Procedure:**

Tell the children that today they have to write few lines on "My car." Think about your car and tell about it. Ask question one by one. Show them the toy car and ask related question e.g. what is the color of this car? What is the color of your car? How many wheels does it have? How many wheels does your car have? etc.

Distribute the workbooks and ask them to write few sentences on "My car." Write related difficult words on the board to help them' children will also make picture of their cars.



Level: Prep

Term: 3

Week: 5

Day: 3

## Worksheet

Creative writing

My car

# Lesson Plan

## Reading

Term: 3

Week: 5

Day: 4

Period: 1

Topic: Reinforcement of previous pages of "We have fun."

1. **Objectives:** The learners will be able to:
  - read with fluency and correct pronunciation.
  - read and understand the story.
2. **Skills:** Reading aloud, reading comprehension.
3. **Topic:** We have fun.
4. **Material:** Text pages of 'We have fun.'

5. **Procedure:** Distribute the book and ask the children to open page. Write the name of the story on the board. Display the new words (flash cards.)
  - a) Ask the following:
    1. Who looks at the fish?
    2. Who said "it is a fish?"
    3. Is Pat in the water?
  - b) Reading aloud.
    - Read the story aloud.
    - You read and students follow you in chorus.
  - c) Individual reading.

Children will do individual reading according to their turns.



# Lesson Plan

## Communication, Writing

Term: 3  
Week: 5  
Day: 5  
Period: 1  
Topic: Spellings of October

**Objectives:** Refer to previous objectives (Page No. )  
**Action:** learning, singing, and writing.  
**Activity:** Sing months of the year in rhythm.  
**Material:** Blackboard, workbook, pencils, flash card of October, eraser.

**Procedure:**

Sing months of the year in rhythm.  
Show the flash card of October and display it in the class for sight reading write spellings of October on the board and learn it in group.

After this the children will write spellings of October in their workbook.

Level: Prep

Term: 3

Week: 5

Day: 5

# Worksheet

Write

October



# Lesson Plan

## Communication, Writing

Term: 3

Week: 5

Day: 6

Period: 1

Topic: Reinforcement of months of the year & opposites

- 
1. **Objectives:** Refer to previous objectives (Page No.           )
  2. **Function:** Writing, matching
  3. **Material:** Blackboard, workbook, pencils, eraser.
- 

4. **Procedure:**

✓  
Explain that they have to write months of the year and they have to match the words with its opposite.

Day:

Write months of the year



Level: Prep

Term:

Week:

Day:

# Worksheet

Match

big

down

front

near

happy

small

up

out

far

sad

day

back

2

night

# Lesson Plan

## Communication, Writing

Level: Prep

Term: 3

Week: 6

| Communication  | Reading | Writing  | Assessment |
|--|---------|--|------------|
| <ul style="list-style-type: none"><li>- News Period</li><li>- Nursery rhyme</li><li>* Introduction of</li><li>- Spellings of November</li><li>- Spellings of silver</li><li>- 'ee' words</li><li>* Reinforcement of</li><li>- Singular/plural</li><li>- Introduced colors</li><li>- 'an' words</li></ul> |         | <ul style="list-style-type: none"><li>- Spellings of November &amp; silver</li><li>- 'ee' words</li><li>- Singular/plural</li><li>- Introduced colors</li><li>- 'an' words</li></ul> | Yes        |



Level: Prep

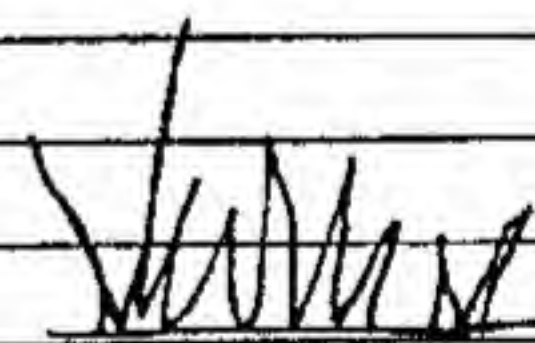
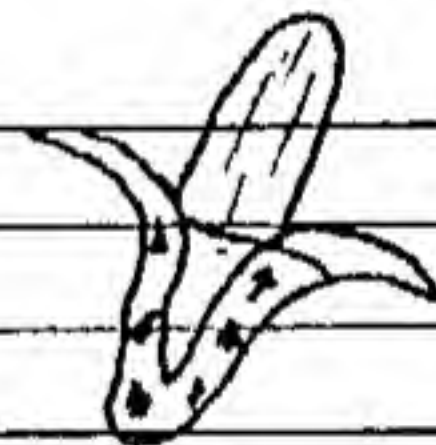
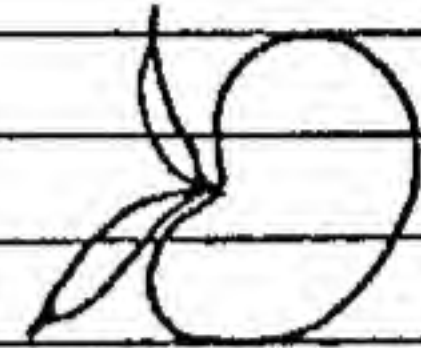
Term:

Week

Day:

# Worksheet

Write 'ee' words



# Lesson Plan

## Communication, Writing

Term: 3  
Week: 6  
Day: 2  
Period: 1  
Topic: 'an' words (reinforcement)

1. **Objectives:** Refer to previous objectives (Page No. )
  2. **Function:** Writing, making words with card.
  3. **Activity:** Making words with cards.
  4. **Material:** Black board, workbook, pencils, colors, eraser.  
Teacher made material of cards and pictures of 'an' words.
- 

### 5. **Procedure:**

✓  
Explain the task on the board that they have to write and make 'an' words independently.

GROUP – I      They'll make 'an' words individually according to their items with the help of cards and picture of 'an' words.

GROUP – II      This group will write 'an' words in their work books. They'll also draw pictures of 'an' words.



Level: Prep

Term: 3

Week: 6

Day: 2

# Worksheet

Write and draw 'a\*hi' words

A series of horizontal lines for writing and drawing, organized into eight groups of four lines each. Each group of four lines is separated by a larger gap from the next group, providing ample space for students to write and draw their 'a\*hi' words.



# Lesson Plan

## Communication, Writing

Term: 3

Week: 6

Day: 3

Periods: 2

Topic: Spellings of silver, reinforcement of singular/plural

1. **Objectives:** Refer to previous objectives (Page No. )
  2. **Function:** Learning, writing, reading of silver colors and making plurals, creating "silver corner"
  3. **Activity:** Creating silver corner.
  4. **Material:** Black board, workbooks, pencils, colors, eraser, erasers, flash card of silver.
- 

### 5. **Procedure:**

- Collect all the silver items from the children, which they brought from homes. Display in the class and ask about them.
- Show the flash card of silver and display it in the class for sight reading.
- Write spellings of silver on the board and learn it in group.

After introduction children will do the following written work in workbook.



Level: Prep

Term: 3

Week: 6

Day: 3

# Worksheet

Write

silver





Level: Prep

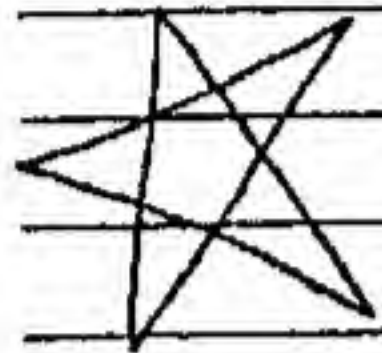
Term: 3

Week: 6

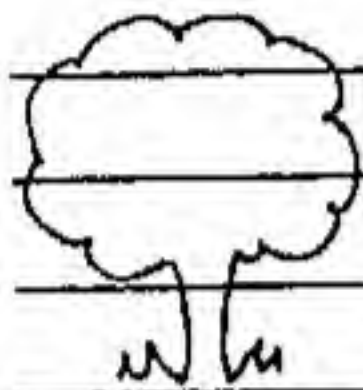
Day: 2

# Worksheet

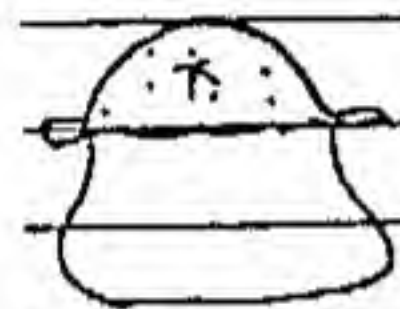
Write the plurals



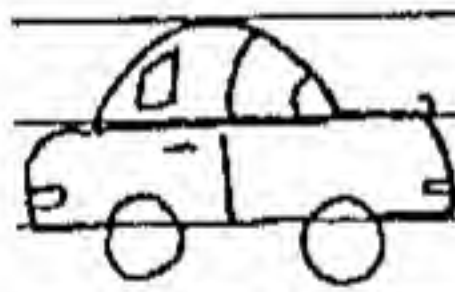
star



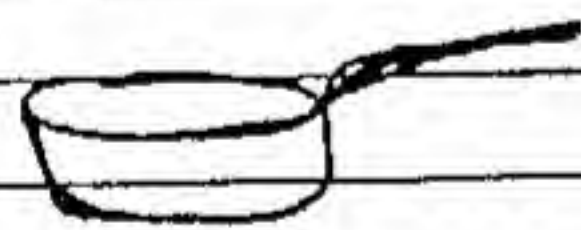
tree



bun



car



pan



# Lesson Plan

## Communication, Writing

Term: 3  
Week: 6  
Day: 4  
Period: 1  
Topic: Spellings of November

1. **Objectives:** Refer to previous objectives (Page No.           )
  2. **Function:** Writing, learning.
  3. **Activity:** sing months of the year in rhythm.
  4. **Material:** Blackboard, workbook, flash card of November, pencil, eraser.
- 

5. **Procedure:**

- Sing months of the year in rhythm.
- Show the flash card of November to the children and display it in the class for sight reading.
- Write November on the board and learn the spellings in group.
- Writing practice.

Level: Prep

Term: 3

Week: 6

Day: 4

# Worksheet

Write

November



# Lesson Plan

## Communication, Writing

Term: 3  
Week: 6  
Day: 5  
Period: 1  
Topic: Reinforcement of colors.

1. **Objectives:** Refer to previous objectives (Page No. )
  2. **Function:** Writing.
  3. **Material:** Blackboard, workbooks, pencils, eraser.
- 

4. **Procedure:** Explain the task on the board that they have to write name of the required colors in the blank.

Level: Prep

Term:

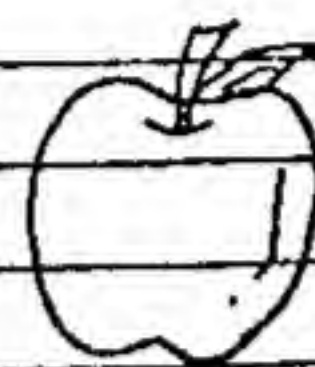
Week:

Day:

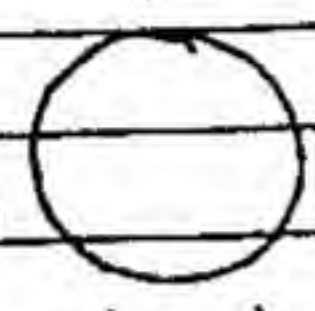
# Worksheet

## Colours

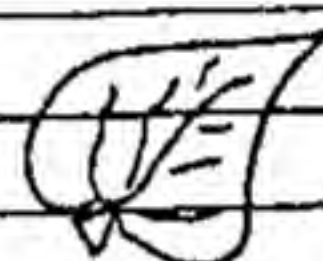
My apple is \_\_\_\_\_



Sun is \_\_\_\_\_



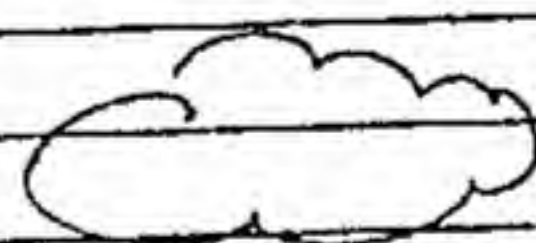
Leaf is \_\_\_\_\_



Flower is \_\_\_\_\_



Sky is \_\_\_\_\_



Rat is \_\_\_\_\_



Panda is \_\_\_\_\_ and \_\_\_\_\_





Level: Prep

Term:

Week

Day:

# Worksheet

Log is



Star is



Brinjal is





# Lesson Plan

## Communication

Term: 3  
Week: 6  
Day: 6  
Period: 1  
Topic: Rhyme

1. **Objectives:** Children will be able to:
- Understand the rhyme with the help of actions.
  - Enjoy the rhythm of the rhyme.
2. **Function:** Singing a rhyme.
3. **Activity:** Singing a rhyme.
4. **Material:** A poem page (red light)
- 

### 5. **Procedure:**

- a) **Preparation.**  
Tell them that today we will sing a poem about traffic lights
- b) **Introduction**
- Write name of the poem on the board.
  - Discuss it.
- c) **Listening**  
First the teacher will sing and the children will listen.
- d) **Singing**
- Distribute the page. Ask them to move fingers on the lines which singing the poem.
  - They'll sing along with the teacher. Sing the poem again. One group recites the rhyming lines and the other listen to them, then second group sings and the first one listens.
- Stop singing and ask your students to sing themselves.



# Lesson Plan

## Communication, Writing

Level: Prep

Term: 3

Week: 7

| Communication  | Reading   | Writing  | Assessment |
|--|---|--|------------|
| <ul style="list-style-type: none"><li>- News Period</li><li>- Nursery rhyme</li><li>* Introduction of</li><li>- Spellings of December</li><li>- Creative writing</li><li>- Myself</li><li>- Spellings of golden</li><li>* Reinforcement of</li><li>- Simple sentences</li><li>- Opposites</li><li>Days of the week</li></ul> | <ul style="list-style-type: none"><li>- Text</li><li>Page No. 22 of</li><li>'We have fun'</li></ul> | <ul style="list-style-type: none"><li>- Spellings of December &amp; golden</li><li>- Myself</li><li>- Creative writing</li><li>- Opposites</li><li>- Days of the week</li><li>- Simple sentences</li></ul> | Yes        |

# Lesson Plan

## Communication, Writing

Term: 3  
Week: 7  
Day: 1  
Periods: 2  
Topic: My self

1. **Objectives:** Children will be able to:
  - Think and write few lines about themselves.
  - Express their ideas.
2. **Function:** Talking, Writing
3. **Activity:** Question/Answer session
4. **Material:** Black board, workbook, pencils, colors, erasers, word bank (difficult words)

---

5. **Procedure:**

Ask some questions to the children e.g. what is your name? about class, favorite colors, toy, food, friend. Then make their partners or pairs and guide them to ask different questions to the partner.

After this they'll do the written work in work book. They'll write about themselves and will draw the picture.



Level: Prep

Term: 3

Week: 7

Day: 1

# Worksheet

Creative writing

Myself

# Lesson Plan

## Communication, Writing

Term: 3  
Week: 7  
Day: 2  
Period: 1  
Topic: Spellings of December

1. **Objectives:** Refer to previous objectives (Page No.         )
  2. **Function:** Learning, Writing, Singing.
  3. **Activity:** Singing months of the year rhyme
  4. **Material:** Black board, workbook, pencil, erasers, flash card of December
- 

5. **Procedure:**

Sing months of the year in rhythm. Show the flash card of December. Display it in the class for sight reading. Write December on the board. Learn the spellings in group.

After introduction and learning they'll do writing practice of December in workbook.



Level: Prep

Term: 3

Week: 7

Day: 2

# Worksheet

Write

December

# Lesson Plan

## Communication, Writing

Term: 3  
Week: 7  
Day: 3  
Periods: 2  
Topic: Spellings of golden, opposites (reinforcement)

1. **Objectives:** Refer to previous objectives (Page No. )
  2. **Function:** Learning, Writing, creating golden corner.
  3. **Activity:** Creating golden corner.
  4. **Material:** Black board, workbook, pencils, erasers, flash card of golden.
- 

5. **Procedure:**

Collect all the golden things and display in the class. Ask questions about those things. Show the flash card of golden. Display it in the class for sight reading. Write the spellings of golden on the board for group learning. After introduction and learning they'll do writing practice of golden in workbook.

After introduction and learning the children will do the following work in workbook.



Level: Prep

Term: 3

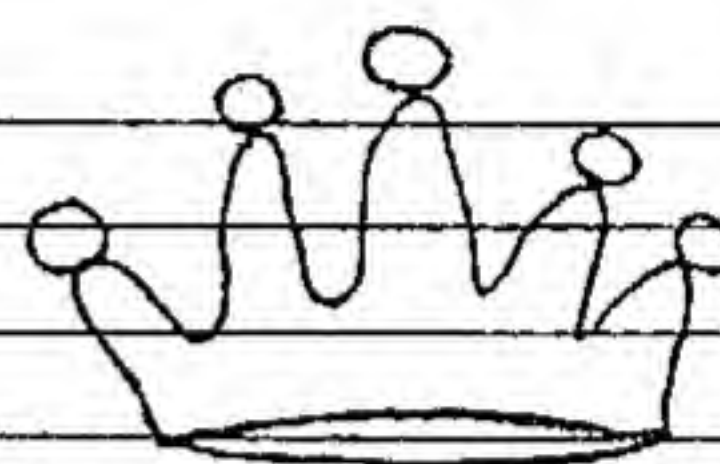
Week: 7

Day: 3

# Worksheet

Write

golden



Level: Prep

Term:

Week

Day:

## Worksheet

Match the opposites.

up

night

big

back

day

down

happy

small

front

cold

far

sad

hot

near



# Lesson Plan

## Reading

Term: 3

Week: 7

Day: 4

Period: 1

Topic: Reading page No. 20 - 22 of "We have fun"

1. **Objectives:** The learners will be able to:
    - read with fluency and correct pronunciation.
    - read and understand the story.
  2. **Skills:** Reading aloud, reading comprehension.
  3. **Topic:** We have fun.
  4. **Material:** Text pages from 20 -22 of 'We have fun.'
- 
5. **Procedure:** Distribute the book and ask the children to open page. Write the name of the story on the board. Display the new words (flash cards.)
    - a) Ask the following:
      1. Who wants the fish?
      2. What did Jane say?
      3. What was Pat doing?
    - b) Reading aloud.
      - Read the story aloud.
      - You read and students follow you in chorus.
    - c) Individual reading.

Children will do individual reading according to their turns.



Look, says Peter.  
The dog wants the fish.  
He wants the fish, Jane.





1 ut wuius uie 11sn.

No, no, no, says Jane,  
you come here.  
Come here, Pat, come here.  
No, no, no.



new words

No no you



# Lesson Plan

## Communication, Writing

Term: 3  
Week: 7  
Day: 5  
Period: 1  
Topic: Reinforcement of days of the week.

**Objectives:** Refer to previous objectives (Page No. )  
**Function:** Writing, Singing.  
**Activity:** Singing Poem days of the week.  
**Material:** Black board, workbook, pencils, erasers,

**Procedure:** Ask them to write days of the week independently



Day: 5

## Days of the week

# Lesson Plan

## Communication, Writing

Term: 3  
Week: 7  
Day: 6  
Period: 1  
Topic: Simple Sentences

1. **Objectives:** Refer to previous objectives (Page No. )
2. **Function:** Writing
3. **Material:** Black board, workbook, pencils, erasers, colors.

- 
4. **Procedure:**  
Write 5 words on the board and ask children to make their sentences. First orally, then written.



Level: Prep

Term: 3

Week: 7

Day: 6

# Worksheet

Make sentences

eat

car

book

# Lesson Plan

## Communication

Level: Prep

Term: 3

Week: 8

| Communication                                | Reading | Writing                   | Assessment      |
|--|---------|---------------------------|-----------------|
| - News Period<br>- All the introduced topics |         | - Assessment<br>Worksheet | Assessment week |



# Lesson Plan

## Communication

Term: 3

Week: 8

Day: 1

Periods: 2

Topic: Introduced colors and days of the week.

1. **Objectives:** Refer to previous objectives (Page No.         )
  2. **Function:** Writing, Coloring
  3. **Material:** Black board, workbook, colors, pencils, eraser, assessment.
- 

4. **Procedure:** Distribute the sheets and explain the assessment sheets on the board and give them chance to do the written work independently.

# Assessment Sheet

Level: Prep

Term:

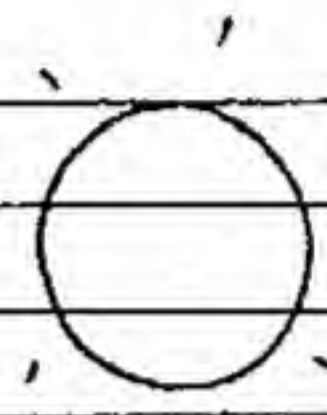
Week:

Day:

## Worksheet

### Colours

Sun is \_\_\_\_\_



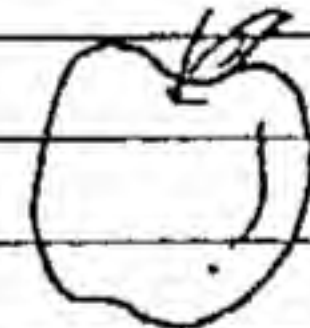
Star is \_\_\_\_\_



Panda is \_\_\_\_\_ and \_\_\_\_\_



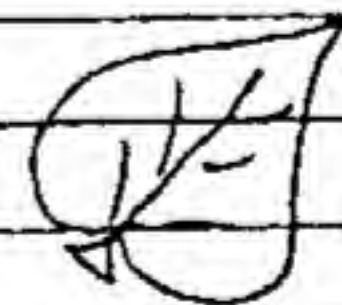
Apple is \_\_\_\_\_



This juicy fruit is \_\_\_\_\_



Leaf is \_\_\_\_\_



Brinjal is \_\_\_\_\_





# Lesson Plan

## Communication, Writing

Term: 3  
Week: 8  
Day: 2  
Period: 1  
Topic: Opposites, singular/plural.

**Objectives:** Refer to previous objectives (Page No. )  
**unction:** Writing, Coloring  
**aterial:** Black board, colors, pencils, eraser, assessment sheets.

**rocedure:** Distribute and explain the assessment sheets.

# Assessment Sheet

Level: Prep

Term:

Week

Day: :

## Worksheet

e the opposites

r  o

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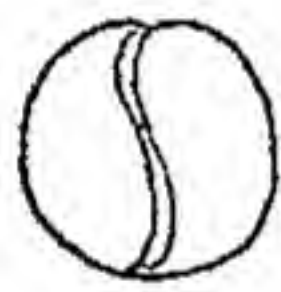
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# Assessment Sheet

Level: Prep

Term

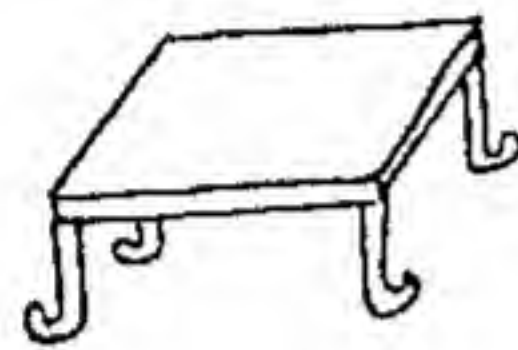
Week

Day:

## Worksheet

Write the plurals

table



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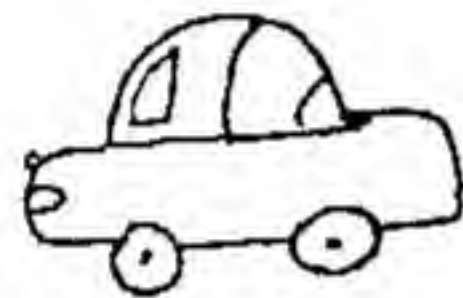
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car



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tree



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pen



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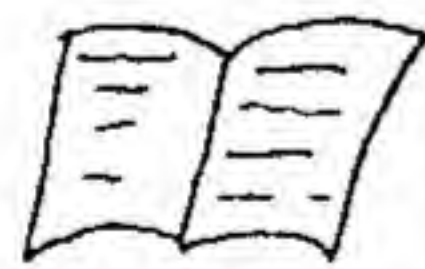
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book



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# Lesson Plan

## Communication, Writing

Term: 3  
Week: 8  
Day: 3  
Periods: 2  
Topic: Months of the year, word series

1. **Objectives:** Refer to previous objectives (Page No.            )
2. **Function:** Writing, Coloring
3. **Material:** Black board, colors, pencils, eraser, assessment sheets.

- 
4. **Procedure:** Distribute and explain the assessment sheets on the board.



# Assessment Sheet

---

Level: Prep

Term: 2

Week:

Day:

## Worksheet

Day:

Write months of the year.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



# Assessment Sheet

Level: Prep

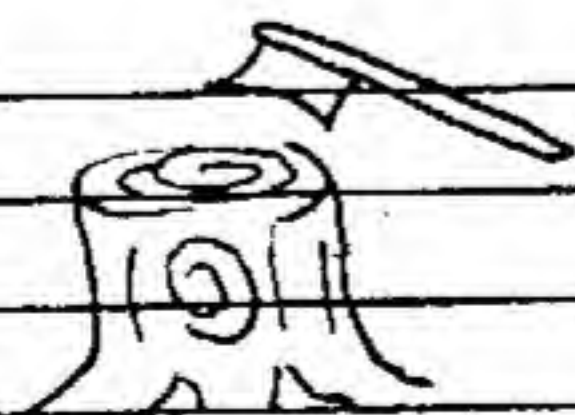
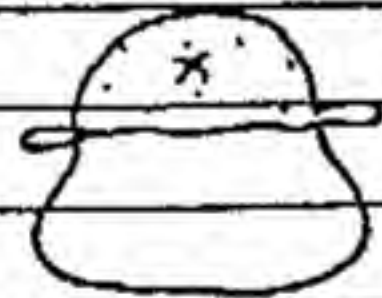
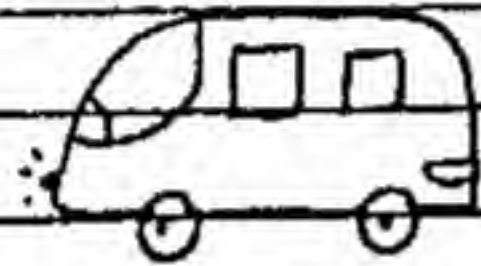
Term:

Week:

Day: :

## Worksheet

Write





# Lesson Plan

## Reading

Term: 3  
Week: 8  
Day: 4  
Period: 1  
Topic: Reading of all the previous pages.

1. **Objectives:** The learners will be able to:
    - read with fluency and correct pronunciation.
    - read and understand the story.
  2. **Skills:** Reading aloud, reading comprehension.
  3. **Topic:** We have fun.
  4. **Material:** Text pages of 'We have fun.'
- 

5. **Procedure:** Distribute the book and ask the children to open page. Write the name of the story on the board. Display the new words (flash cards.)
  - a) All the related question which you have already read.
  - b) Reading aloud.
    - Read the story aloud.
    - You read and students follow you in chorus.
  - c) Individual reading.  
Children will do individual reading according to their turns.

# Lesson Plan

## Communication, Writing

Term: 3  
Week: 8  
Day: 5  
Period: 1  
Topic: Creative writing

1. **Objectives:** Refer to previous objectives (Page No.            )
  2. **Function:** Writing, Thinking.
  3. **Material:** Black board, toy car, pencils, colors, eraser.
- 

4. **Procedure:**  
Ask the children that they have to write few lines on "My car".  
Put the toy car in front of them and let them think about their car. They'll also draw the picture of their cars.



# Assessment Sheet

Level: Prep

Term:

Week:

Day:

## Worksheet

Creative writing

My car

# Lesson Plan

## Communication, Writing

Term: 3  
Week: 8  
Day: 6  
Period: 1  
Topic: vowels

1. **Objectives:** Refer to previous objectives (Page No. )
2. **Function:** Writing, Coloring.
3. **Material:** Black board, pencils, colors, eraser, worksheets.

4. **Procedure:** Distribute and explain the assessment sheet on the board.  
Children will do it independently.



# Assessment Sheet

Level: Prep

Term:

Week

Day:

## Worksheet

Write 'a' or 'an'

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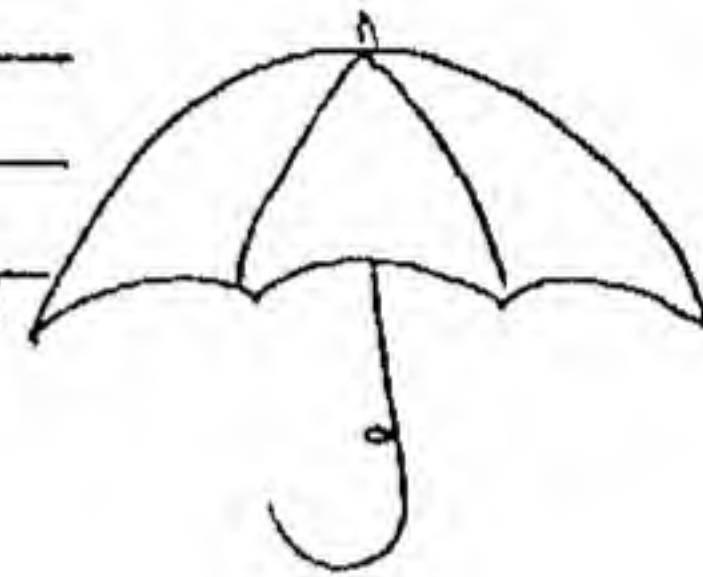


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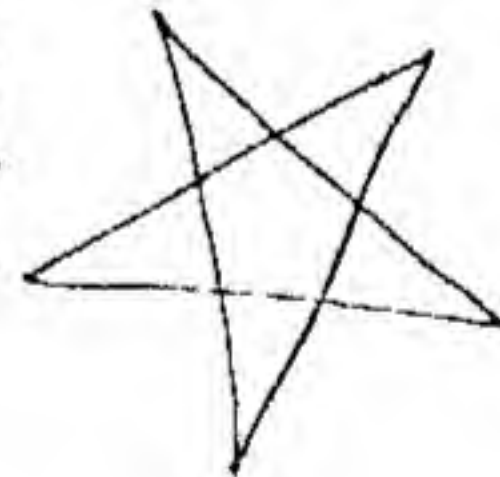


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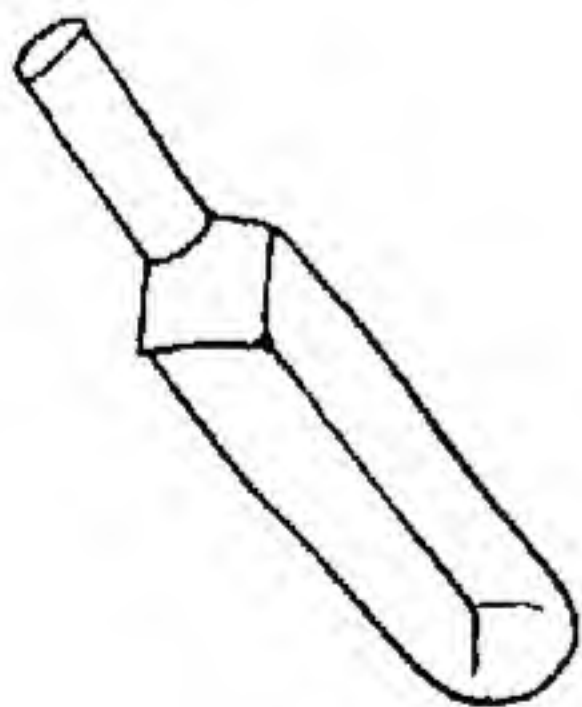


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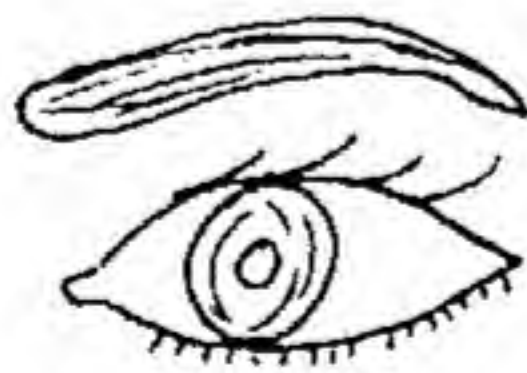


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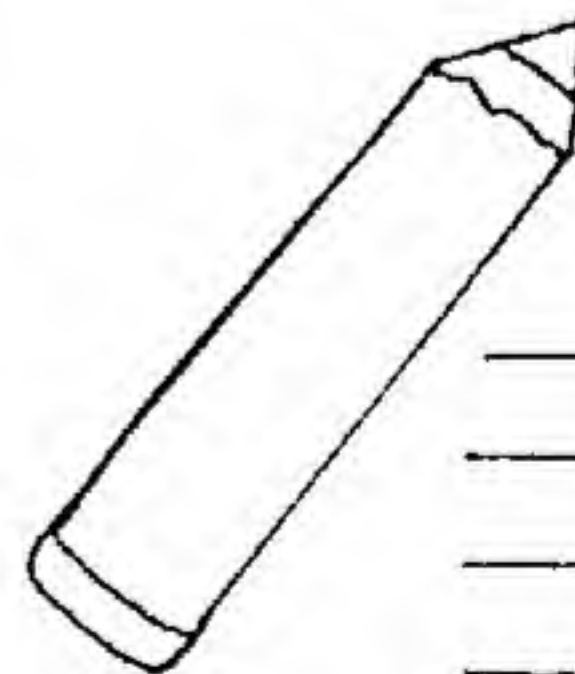


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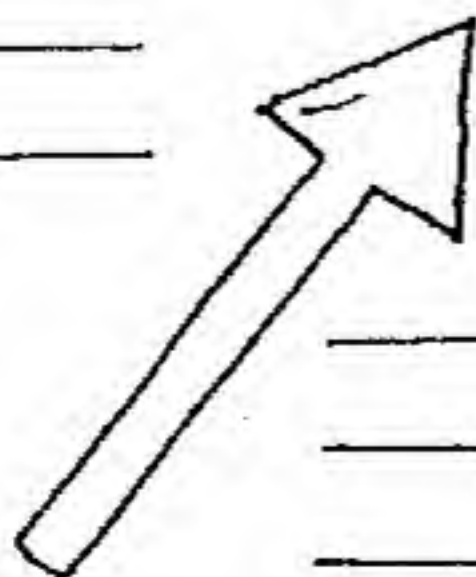


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